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ABSTRACT

This book of objectives, one of a series designed to provide a competency-based analysis of employment categories in human services, deals with the core competencies necessary for financial assistance workers. Addressed in the individual sections of the volume are the following skill areas: interaction with clients, documentation responsibilities, policy utilization, ethical practice, assessment, case-load management, public relations, paralegal responsibilities, and teamwork practices. Each section contains a main objective and a series of enabling objectives that are cross-referenced to evaluation criteria and to independence and importance rating scales. The independence scale indicates the degree of supervision that an individual could expect when performing the job task. The scale of importance designates each objective as being either prerequisite (i.e., knowledge or skills that individuals must bring with them to be adequately prepared for the job role), critical (i.e., objectives that are essential to competent performance on the job--areas of skill or knowledge that individuals must possess to develop during their work experience), or enrichment (i.e., objectives that are not essential but add to a comprehensive understanding of the job and more flexible and skillful job performance). Also included in the volume is a discussion of the method used to identify the objectives. (MN)

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JOB ROLES IN HUMAN SERVICES

VOLUME II

Financial Aspects

Ministries of Education and Human Resources

TASK ANALYSIS IN HUMAN SERVICES

A Special Project
Funded by the Ministry of Education
Post-Secondary Department
In Cooperation with
The Ministry of Human Resources

FINANCIAL ASSISTANCE WORKER

Developed by:

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March 1982

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INTRODUCTION

This book of objectives is one in a series of eight. The series is the result of a special project funded by the Ministry of Education, Post-Secondary Department, in cooperation with the Ministry of Human Resources.

The intent of the project was to formulate for training and educational purposes a competency-based analysis of employment categories in Human Services.

The Ministries of Education and Human Resources specified seven job categories to be analyzed. The objective of the project was to analyze the seven jobs to identify skills and knowledge necessary for competent performance of the job and to specify the objectives required to perform each of the skills identified. In addition, the job categories were reviewed and a core of knowledge and skills common to each was extracted. This analysis serves the following purposes:

Provide specific information for colleges and universities to use in developing curriculum in Human Services programs.

Appropriately emphasize the depth and scope of the initial training required to enter the occupation.

Develop instruments that will assist supervisors and employees to pinpoint learning needs and develop individualized training plans.

Provide a basis to identify retraining needs for individuals to allow job mobility within the field.

Provide a basis for the development of programming within the Ministry of Human Resources for areas not covered by college and university programs.

Provide the basis for development of a diagnostic test as a challenge mechanism to facilitate upgrading.

Provide information necessary for career pathing.

Provide a basis for the development of screening tests to qualify candidates for competitions.

Provide basic information for the development of data gathering instruments necessary in building skills inventories for manpower planning purposes.

Task Analysis, a form of group process, was used to analyze the job categories. In this process, participants, who are people currently working in the occupation and those working in closely related job roles meet with a coordinator who assists them to identify the skills, knowledge and attitudes. Together they develop a job profile chart. The chart is then translated into objectives by a writer who attends the Task Analysis Session. The objectives are validated by the original participants as well as by a broader range of field personnel not in attendance at the original session. Because it involves people who are active in the occupation, Task Analysis ensures that training and education incorporate the evolution which occurs in the occupation. This process also ensures that the real world of the occupation will be the basis for programming in education and training.

The objectives contained in this book are written in behavioural terms. They specify exactly what the employees must do to achieve or perform the skill. After developing the job profile chart which has been reproduced in this book, the participants at the Task Analysis Session were assisted by the objective writer and the session coordinator to specify the verbs which identify the behaviours required to perform each skill. Following the preparation of the first draft of the objectives, the validation process was implemented.

The first draft of objectives was sent to the original participants of the Task Analysis Session. Based upon their response, a second draft was prepared and distributed for validation to forty personnel working in the Ministry of Human Resources. Two staff were selected from each of the province's twenty regions. The occupations of the forty people were in direct proportion to the jobs represented in the Task Analysis Session. For example, if five social workers were in the Session, twenty social workers participated in the validation. After this broader validation, a third revision was written and distributed to regional managers and executive staff. This book integrates feedback from all validation sources and is the final draft. This is the initial stage of a more comprehensive project designed to articulate the educational and training needs of both the public and private sector with the training provided by the educational institutions in the province.

KRATHWOHL'S TAXONOMY

To translate the job profile chart into behavioural objectives through the use of specific verbs and thus to indicate depth of knowledge, Krathwohl's Taxonomy was selected. It allows both cognitive and physical activities to be inter-mingled in a hierarchy of taxonomical levels. These levels, and examples of verbs used to write objectives describing skills that occur at each level, are as follows:

1. knowledge (e.g. aware of, recognize, identify);
2. comprehension (e.g. explain, describe);

3. application (e.g. construct, draw, navigate);

4. analysis (e.g. discuss, classify);

5. synthesis (e.g. prepare, plan, relate);

6. evaluation (e.g. assess, judge, appraise).

INDEPENDENCE SCALE

The participants at the Task Analysis Session used a scale to indicate the degree of supervision an employee might require to accomplish the skills which were determined to occur at the application level of Krathwohl's Taxonomy.

The purpose of the scale is to identify the degree of supervision that an individual could expect when doing the task. The scale of independence is also a reflection of the degree of training required to accomplish the task.

Can perform this task with quality and with initiative and adaptability to special problem situations.	4
Can perform this task satisfactorily without assistance and/or supervision.	3
Can perform this task satisfactorily but requires periodic supervision and/or assistance.	2
Can perform this task, but not without constant supervision and some assistance.	1

SCALE OF IMPORTANCE

All of the objectives specified within this book have been examined in relationship to the total range of job activities. Each objective was then designated as being prerequisite, critical or enrichment. These terms are defined for the purpose of this book as follows:

Prerequisite

Objectives that represent the existing knowledge or skill which individuals must bring with them to be adequately prepared to enter the job role. These objectives form the basis of the curriculae designed to train students.

Critical

Objectives which are essential to competent performance on the job. These are areas of skill and knowledge which individuals must possess or develop during their work experience. These objectives may have been taught in the educational field or they may be addressed during the orientation and training of new staff.

Enrichment

Objectives which are not essential, but add measurably to a more comprehensive understanding of the job. They also enable the individual to be more skillful and flexible in performance on the job. These areas may become the focus for staff training as they often represent the evolution of the job role.

It is important to note that the level of detail specified by the enabling objectives provide only the most salient features of the main objectives. They are then to be used in establishing a more definitive list of instructional objectives during the subsequent stage of development.

The participants at the Financial Assistance Worker Task Analysis Session were:

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FINANCIAL ASSISTANCE WORKER

JOB PROFILE CHART

A Interaction with clients	A.1 Create effective relationships	A.2 Demonstrate communication skills	A.3 Demonstrate interviewing skills	A.4 Demonstrate helping skills	A.5 Teach life skills to clients	A.6 Explain systems and procedures	A.7 Manage extremes of emotional behaviour of clients	
B Documentation responsibilities	B.1 Demonstrate written communication skills	B.2 Documentation-related duties	B.3 Manage documents	B.4 Clerical skills	B.5 Use of computers			
C Policy utilization	C.1 Determine eligibility	C.2 Explain policy legislation and regulations	C.3 Maintain knowledge of external policy	C.4 Implement policy and procedures	C. 5 Demonstrate knowledge of Development in government			
D Ethical practice	D.1 Demonstrate ethical behaviour	D.2 Demonstrate responsibility for personal development	D.3 The social service system					
E Assessment	E.1 Assessment skills	E.2 Human development	E.3 Handicapping conditions	E.4 The family	E.5 The community	E.6 Assess employability	E.7 Education and vocational options	E.8 Meet community needs
F Caseload management	F.1 Time management	F.2 Accountability	F. 3 Review eligibility	F. 4 Referrals to other agencies	F. 5 Utilize community resources	F. 6 Manage crisis situations		
G Public relations	G.1 Speak effectively to groups	G.2 Liaise with other agencies	G.3 Represent the Ministry to community	G.4 Answer enquiries				
H Para-legal responsibilities	H.1 Attend court	H.2 Give evidence	H.3 Participate in appeal process	H.4 Prepare documentation for fraud referral	H.5 Conduct investigative interviews	H.6 Knowledge of legislation		
I Teamwork practices	I.1 Work independently	I.2 Appropriate behaviour for job adjustment	I. 3 Participants in training program	I.4 Participate in meetings	I.5 Group work	I.6 Manage stress		

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A

INTERACTION WITH CLIENTS

SPECIFIC AREA: A. INTERACTION WITH CLIENTS MAIN OBJECTIVE: 1. Demonstrate behaviours necessary to create effective relationships with clients.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Demonstrate skills in communication such as: i) active listening ii) empathy iii) attending iv) maintaining focus v) paraphrasing vi) perception check vii) eliciting feelings viii) disclosing ix) responding appropriately	4	Prerequisite	
b. Discuss various ways of responding to clients: i) evaluative ii) interpretive iii) supportive iv) probing v) understanding		Prerequisite	
c. Discuss the importance of the physical setting in creating effective helper-client relationships:		Prerequisite	

(continued)

SPECIFIC AREA: A. INTERACTION WITH CLIENTS MAIN OBJECTIVE: 1. Demonstrate behaviours necessary to create effective relationships with clients. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
c. i) location ii) setting - placement of desk and chairs - lighting - equipment - open or closed setting, etc.			
d. Discuss the importance of speaking on a level that client will understand.		Prerequisite	

SPECIFIC AREA: A. INTERACTION WITH CLIENTS MAIN OBJECTIVE: 2. Demonstrate communication skills.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Utilize the telephone effectively in communication.	4	Prerequisite	
b. Explain non-verbal communication such as: i) facial expressions ii) body language iii) eye contact		Prerequisite	
c. Explain the components of verbal communication.		Prerequisite	
d. Utilize verbal and non-verbal communication skills effectively.	4	Critical	
e. Speak in a manner to be readily understood: i) clearly ii) concisely	4	Critical	

SPECIFIC AREA: A. INTERACTION WITH CLIENTS MAIN OBJECTIVE: 3. Demonstrate specific interviewing skills.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Practice specific interviewing skills: i) active listening ii) attending behaviours - eye contact - body posture - facial expressions, etc. iii) summarize and record information accurately iv) create a psychologically comfortable atmosphere	4	Critical	
b. Phase interviews appropriately.	4	Critical	
c. Contract appropriately with clients. e.g. Daycare, incentive and community involvement contracts.	4	Critical	
d. Conduct interviews for specific purposes: i) to provide information ii) to gather data and information iii) to do problem-solving	4	Critical	

(continued)

SPECIFIC AREA: A. INTERATION WITH CLIENTS MAIN OBJECTIVE: 3. Demonstrate specific interviewing skills. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
e. Ensure an appropriate setting for interviewing: i) private ii) comfortable, etc.	4	Critical	
f. Use positional authority appropriately.		Critical	

SPECIFIC AREA: A. INTERATION WITH CLIENTS

MAIN OBJECTIVE: 4. Demonstrate helping skills in counselling situations.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Describe selected models of counselling.		Enrichment	
b. Practice various techniques of counselling:	4	Critical	
i) reality-orientation, etc.			
c. Explain the following concepts:		Prerequisite	
i) resistance ii) underlying versus surface meaning iii) dependency iv) defensiveness, etc.			
d. Utilize contracting in the counselling situation.	2	Critical	

SPECIFIC AREA: A. INTERACTION WITH CLIENTS MAIN OBJECTIVE: 5. Teach coping and life skills to clients.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Assess the level of functioning of the client in consultation with others.	2	Critical	
b. Determine the skills needed by the client.	2	Critical	
c. Set short and long-term goals	2	Critical	
d. Ensure that goals are measurable and attainable.	2	Critical	
e. Construct a program designed to teach the required skills or refer client to existing program.	2	Critical	
f. Determine methods for evaluation and for on-going review.	2	Critical	

SPECIFIC AREA: A. INTERATION WITH CLIENTS MAIN OBJECTIVE: 6. Explain systems and procedures to clients.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Clarify one's role and purpose to clients and to others: i) as helper ii) as a referral agent iii) as an advocate iv) as a resource person v) control-authority, etc.	2	Critical	
b. Advise clients of the benefits to which they are entitled.	2	Critical	
c. Inform clients of ineligibility for benefits.	2	Critical	
d. Advise clients on appeal procedures.	4	Critical	
e. Inform clients of alternatives	4	Critical	
f. Advise client of limitations of authority.	4	Critical	

SPECIFIC AREA: A. INTERACTION WITH CLIENTS MAIN OBJECTIVE: 7. Manage extremes of emotional behaviour in others.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Discuss the causes of extremes in emotional behaviour.		Prerequisite	
b. Identify the behaviours related to emotional extremes.		Prerequisite	
c. Explain how these behaviours affect self.		Prerequisite	
d. List a repertoire of responses: i) getting angry ii) leaving the room iii) showing empathy iv) acknowledging behaviour, etc.		Prerequisite	
e. Describe appropriate ways of dealing with extremes of emotions: i) suspending immediate reaction ii) analyzing own feelings iii) responding non-judgmentally. iv) selecting best response, etc.		Prerequisite	

SPECIFIC AREA: A. INTERACTION WITH CLIENTS MAIN OBJECTIVE: 7. Manage extremes of emotional behaviour in others. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
f. Demonstrate the ability to deal effectively with clients exhibiting emotional extremes.	4	Critical	

B

DOCUMENTATION RESPONSIBILITIES

SPECIFIC AREA: B. DOCUMENTATION RESPONSIBILITIES MAIN OBJECTIVE: 1. Develop written communication skills.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Express one's self clearly, concisely and legibly.	4	Prerequisite	
b. Take accurate notes from verbal and written sources.	4	Prerequisite	
c. Complete forms and documents accurately.	4	Critical	
d. Distinguish between pertinent facts and opinions when recording	4	Critical	
e. Correct errors in documentation.	2	Critical	
f. Obtain appropriate signatures.	2	Critical	
g. Recognize importance of consistency in record keeping.		Critical	

SPECIFIC AREA: B. DOCUMENTATION RESPONSIBILITIES MAIN OBJECTIVE: 2. Demonstrate the ability to perform specific documentation related duties.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Make arrangments for travel when required.	2	Critical	
b. Complete affidavits.	2	Critical	
c. Arrange for indigent burials.	2	Critical	
d. Access document information: i) use a fiche reader ii) use computer data	2	Critical	
e. Document evidence of need for purposes of advocacy within the system.	2	Critical	
f. Complete specific written items as: i) reports ii) statistical records iii) computer documents	4	Critical	
g. Adapt to new procedures as required.	4	Critical	
h. Verify information provided	4	Critical	
j. Recognize when to stop or close files.		Critical	

SPECIFIC AREA: B. DOCUMENTATION RESPONSIBILITIES MAIN OBJECTIVE: 3. Manage appropriate documents related to financial management.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Calculate entitlements.	2	Critical	
b. Prorate entitlements.	2	Critical	
c. Administer funds.	2	Critical	
d. Apply for crisis grants.	2	Critical	
e. Stop and/or close files as necessary	2	Critical	

SPECIFIC AREA: B. DOCUMENTATION RESPONSIBILITIES MAIN OBJECTIVE: 4. Demonstrate basic clerical skills.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Demonstrate organizational ability.	4	Critical	
b. Specify the purpose of various forms.	3	Critical	
c. Identify the locations to which forms are to be distributed.		Critical	
d. Match documents to corresponding policies.		Critical	
e. Practice basic office procedures such as filing, etc.	4	Critical	
f. Follow arrangements that have been developed by the office to cope with paper flow.	4	Critical	

SPECIFIC AREA: B. DOCUMENTATION RESPONSIBILITIES MAIN OBJECTIVE: 5. Demonstrate a basic knowledge of the use of computers.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Explain basic terminology related to use of computers.		Prerequisite	
b. Explain the use of computers in relationship to documentation.		Enrichment	
c. Describe the advantages in using computers.		Prerequisite	
d. List the limitations in using computers.		Prerequisite	

C

POLICY UTILIZATION

SPECIFIC AREA: C. POLICY UTILIZATION MAIN OBJECTIVE: 1. Determine eligibility for benefits under G.A.I.N.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Determine eligibility of client in terms of: i) previous employment ii) whether client quit job iii) eligibility for U.I. benefits iv) assets and income v) relation to employment market vi) special needs vii) citizenship status	2	Critical	
b. Implement the G.A.I.N. regulations regarding: i) amount of benefits ii) monthly reporting iii) medical benefits and special health needs iv) crisis grants v) homemaking vi) education and training vii) daycare, etc. viii) supplemental allowances	2	Critical	
c. Recognize exceptions to policy and regulations in terms of			

SPECIFIC AREA: C. POLICY UTILIZATION

MAIN OBJECTIVE: 1. Determine eligibility for benefits under G.A.I.N. (continued)

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
c. possible eligibility.		Critical	
d. Prepare a case for possible eligibility exception.	2	Critical	
e. Specify the required level of authority.	2	Critical	
f. Demonstrate the ability to present a case effectively.	4	Critical	
g. Explain client's responsibilities: obtaining documents, seeking work, etc.		Critical	
h. Report changes in client's home/personal circumstances.	4	Critical	

SPECIFIC AREA: C. POLICY UTILIZATION MAIN OBJECTIVE: 2. Explain legislation, policy and regulations pertaining to the field of social services.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a. Differentiate between legislation, policy and regulations.		Prerequisite		
b. Identify acts and policies and regulations pertaining to the delivery of social services such as: i) G.A.I.N. Act ii) Health and Other Services iii) Handicapped Persons Allowance iv) Family and Child Service Act		Critical		
c. Interpret terminology and the outline of procedures.		Critical		
d) Determine how policies affect service and meet client needs.		Critical		
e) Differentiate policy from different levels of government and explain how they are related: i) Old Age Pension and C.P.P. ii) Indian Affairs Act iii) Cost-sharing between federal and provincial governments iv) Veterans Affairs		Enrichment		

SPECIFIC AREA: C. POLICY UTILIZATION MAIN OBJECTIVE: 3. Maintain a current knowledge of external policy and changes.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Incorporate amendments to policy.	4	Critical	
b. Read and follow changes in policy and practice.	4	Critical	
c. Seek consultation from District Supervisor regarding discrepancies in policy and procedures.	4	Critical	
d. Consult with colleagues.	4	Critical	
e. Read and interpret all relevant policy and procedures manuals and resource material.	2	Critical	
f. Recognize the impact of amendments in terms of implication for action by self and others.		Critical	
g. Recognize that interpretation of policy may vary from region to region.		Critical	

SPECIFIC AREA: C. POLICY UTILIZATION

MAIN OBJECTIVE: 4. Implement policy and procedures.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Compare and contrast regional policy with that of other regions such as:		Critical	
i) treatment of transients			
b. Follow instructions from regional managers and district supervisors.	4	Critical	
c. Document effects of policy for purposes of advocacy within the system.	4	Critical	

SPECIFIC AREA: C. POLICY UTILIZATION MAIN OBJECTIVE: 5. Demonstrate a knowledge of the policy development of government.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Explain how one's role may impact on policy development.		Enrichment	
b. Summarize the process of policy development.		Enrichment	
c. Differentiate between act, regulations and policies.		Critical	

D

ETHICAL PRACTICE

60

SPECIFIC AREA: D. ETHICAL PRACTICE MAIN OBJECTIVE: 1. Demonstrate ethical behaviours in relationship to one's clients.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND-ENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a. Maintain confidentiality according to ministry policy.	4	Critical		
b. Demonstrate commitment to clients and to employer.	4	Critical		
c. Show respect for the dignity of clients.	4	Critical		
d. Foster the growth of client independence.	4	Critical		
e. Advise clients of their rights.	4	Critical		
f. Honour commitments to clients.	4	Critical		
g. Recognize potential sources of conflict and discuss strategies of coping.	4	Prerequisite		
h. Discuss the use and abuse of authority in the job role.	4	Prerequisite		

SPECIFIC AREA: D. ETHICAL PRACTICE MAIN OBJECTIVE: 2. Demonstrate responsibility for one's personal development.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a. Discuss methods of evaluating personal performance and development.		Enrichment		
b. Recognize the limits of one's expertise.		Critical		
c. Discuss how the following affects one's relationship with one's clients: i) openness ii) values iii) goals iv) previous encounters		Prerequisite		
d. Discuss methods of coping with ethical conflict within one's self.		Prerequisite		

SPECIFIC AREA: D. ETHICAL PRACTICE MAIN OBJECTIVE: 3. Demonstrate ethical behaviours in relationship to the social service system.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND-ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Show commitment to one's client and to one's employer.	4	Critical	
b. Show responsibility in areas of discretion in policy.	4	Critical	
c. Operate within the mandate.	4	Critical	

E

ASSESSMENT

SPECIFIC AREA: E. ASSESSMENT

MAIN OBJECTIVE: 1. Demonstrate specific assessment skills.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Demonstrate observational skills: i) observe situations quickly ii) recognize risk factors (both to self and to client)	4	Prerequisite	
b. Listen actively.	4	Prerequisite	
c. Ask appropriate questions and make helpful responses.	4	Prerequisite	
d. Record and collect information.	4	Prerequisite	
e. Demonstrate supportive behaviour.	4	Prerequisite	
f. Assess specific situations as required: i) daycare facilities ii) home visits, etc.	4	Critical	

SPECIFIC AREA: E. ASSESSMENT MAIN OBJECTIVE: 2. Explain selected aspects of human development.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Explain the process of physical development.		Enrichment	
b. Explain social and emotional development and the effect of cultural variables on aspects of human development.		Enrichment	
c. Explain cognitive development and identify cultural variables which affect cognitive development.		Enrichment	
d. Explain sexual development and the effect of cultural variables on sexuality.		Enrichment	
e. Discuss death and dying in terms of: i) psychological stages ii) grieving iii) supportive behaviours		Enrichment	
f. Discuss basic needs of people in all age groups.		Prerequisite	

SPECIFIC AREA: E. ASSESSMENT MAIN OBJECTIVE: 3. Summarize various theories regarding handicapping conditions.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Explain the causes of physical, emotional and mental handicaps in terms of these factors: i) environmental ii) social iii) psychological iv) metabolic		Prerequisite	
b. Describe the pathology of common disabilities such as: i) deafness ii) blindness iii) cerebral palsy iv) autism v) learning disabilities, etc.		Enrichment	
c. Explain the concept of normalization which stresses a positive approach to dealing with people who have handicaps.		Prerequisite	

SPECIFIC AREA: E. ASSESSMENT MAIN OBJECTIVE: 4. Explain the concept of family and identify variant family patterns.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Explain what is meant by family: i) nuclear family ii) extended family iii) identifiable cycles		Prerequisite	
b. Identify different family patterns such as: i) the single parent family ii) common-law living iii) communal living		Prerequisite	
c. Discuss crises in family life and suggest methods of dealing with them: i) death ii) marital breakdown and divorce iii) physical dismemberment iv) child abuse v) alcoholism vi) poverty, etc.		Prerequisite	
(continued)			

SPECIFIC AREA: E. ASSESSMENT

MAIN OBJECTIVE: 4. Explain the concept of family and identify variant family patterns. (continued)

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
d. Explain factors that shape an individual's sense of identity: i) family patterns ii) significant adults as role models iii) traditions iv) community		Prerequisite	
e. Describe the effects of cultural differences in terms of a, b, c, and d.		Prerequisite	
f. Discuss the relationship of family structure and support systems to the client's problem.		Prerequisite	

SPECIFIC AREA: E. ASSESSMENT

MAIN OBJECTIVE: 5. Determine values and norms indigenous to the local community.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Explain society's values as as expression of culture.		Prerequisite	
b. Explain the concept of "the culture of poverty".		Prerequisite	
c. Explain normality as something that is culturally defined.		Prerequisite	
d. Identify unique cultural variants present in one's community.		Critical	
e. Discuss cultural variants listed in (e) above in terms of: i) one's own value system ii) implications for clients being served		Critical	
f. Describe the community in terms of geographic and socio-economic factors.		Enrichment	

SPECIFIC AREA: E. ASSESSMENT

MAIN OBJECTIVE: 6. Demonstrate the ability to assess employability of clients.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Analyze the job market in one's area.	2	Critical	
b. Determine the work skills possessed by the client.	4	Critical	
c. Assess the level of education possessed by the client.	4	Critical	
d. Identify training programs that are available.		Critical	
e. Discuss the effects of institutionalization on individuals:		Critical	
i) alcohol and drug treatment centres			
ii) psychiatric hospitals			
iii) pentitentiaries			
iv) group or residential homes			

SPECIFIC AREA: E. ASSESSMENT MAIN OBJECTIVE: 7. Demonstrate the ability to explore educational and vocational options for clients.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Identify locations for training and education.		Critical	
b. Describe courses and programs available in the community including pre-training programs: i) E.O.W. ii) Life skills, etc. iii) Job Action Program		Critical	
c. Explain the process involved in enrollment for various courses and programs.		Critical	
d. Determine requirement for Manpower sponsorship and identify programs available.	4	Critical	
e. Assist client to determine goals and aspirations.	4	Critical	
f. Refer client to appropriate course or program.	2	Critical	

SPECIFIC AREA: E. ASSESSMENT MAIN OBJECTIVE: 8. Demonstrate the ability to manage home visits.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Utilize necessary courtesy and tact.	4	Prerequisite	
b. Employ positive behaviours to facilitate the home visit: i) active listening ii) asking specific questions iii) responding to feelings iv) recording information, etc.	4	Prerequisite	
c. Complete documentation as required.	2	Critical	
d. Determine eligibility as completely as possible.	2	Critical	
e. Explain client's responsibilities	4	Critical	
f. Demonstrate observational skills: i) suspicion of fraud ii) child-risk factors iii) alternatives for client iv) risks to self v) services not requested but observed as needs vi) health-related problems.	4	Critical	

(continued)

SPECIFIC AREA: F. ASSESSMENT MAIN OBJECTIVE: 8. Demonstrate the ability to manage home visits. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
g. Use discre[illegible]	4	Prerequisite	

F

CASELOAD MANAGEMENT

SPECIFIC AREA: F. CASELOAD MANAGEMENT MAIN OBJECTIVE: 1. Demonstrate the ability to manage tasks and time effectively.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Determine priorities in the allocation of time to daily activities.	2	Prerequisite	
b. Determine methods which contribute to effective time management.	4	Prerequisite	
c. Develop a system for coordinating activities.	4	Prerequisite	
d. Cope with emergencies that disrupt system.	4	Critical	

SPECIFIC AREA: F. CASELOAD MANAGEMENT

MAIN OBJECTIVE: 2. Give evidence of accountability for one's caseload.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Discuss pertinent cases with the auditor as required.	2	Critical	
b. Display responsibility for own actions to the individual, his or her family and to the employing agency.	4	Critical	
c. Recognize legal limitations of actions to self and the individual.	2	Critical	
d. Distinguish priorities as they relate to the client and to administrative tasks.	2	Critical	
e. Establish a schedule for carrying out specific tasks.	2	Critical	
f. Meet deadlines for the completion of tasks.	2	Critical	

SPECIFIC AREA: F. CASELOAD MANAGEMENT

MAIN OBJECTIVE: 3. Review ongoing eligibility of clients.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Review monthly financial eligibility of clients.	2	Critical	
b. Describe the Bring Forward system and its utilization.		Critical	
c. Identify and correct for factors that affect eligibility:		Critical	
i) increases in C.P.P., W.V.A.etc			
ii) termination of other benefits, etc.		Critical	

SPECIFIC AREA: F. CASELOAD MANAGEMENT

MAIN OBJECTIVE: 4. Demonstrate the ability to make appropriate referrals.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Communicate effectively with various agencies and organizations: i) medical profession ii) police iii) rentalsman iv) utilities, etc.	4	Prerequisite	
b. Explain the receiving procedures of various agencies and describe rules of protocol.		Critical	
c. Utilize the referral process: i) clarify specific problem ii) initiate an application iii) implement follow-through	2	Critical	
d. Determine the appropriate agency for referral.			
e. Demonstrate an awareness of client's feelings.	4	Critical	

SPECIFIC AREA: F. CASELOAD MANAGEMENT

MAIN OBJECTIVE: 5. Demonstrate tne ability to utilize local community resources.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Identify existing local resources.		Critical	
b. Describe the functions and services of various resources.		Critical	
c. Liaison when required between the client and the desired service:	4	Enrichment	
i) explain clients special needs or goals			
ii) assist client by planning for initial interview			
iii) obtain client's permission to discuss his or her needs with referral service			
d. Initiate follow-up procedures.	4	Enrichment	
e. Recognize the need for referral.		Critical	
f. Identify the services available.			

SPECIFIC AREA: F. CASELOAD MANAGEMENT MAIN OBJECTIVE: 5. Demonstrate the ability to utilize local community resources. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
g. Effect the referral: i) deal sensitively with client ii) explain referral process to client iii) explain role of worker iv) explain responsibilities of client in terms of the referral v) discuss case with referral agency	4	Critical	
h. Set up a review system to utilize feedback: i) from client ii) from representative of service	4	Critical	

SPECIFIC AREA: F. CASELOAD MANAGEMENT MAIN OBJECTIVE: 6. Demonstrate the ability to assist in crisis situation of clients.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Identify situations having a crisis potential; for example: i) divorce ii) separation iii) unemployment iv) death of a loved one, etc.		Prerequisite	
b. Recognize how individuals react in crisis situations.		Prerequisite	
c. Identify sources for support and referral in instances of crisis.		Critical	
d. Demonstrate behaviours enabling one to deal with crisis situations	2	Prerequisite	

G

PUBLIC RELATIONS

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SPECIFIC AREA: G. PUBLIC RELATIONS

MAIN OBJECTIVE: 1. Develop the ability to speak effectively to groups.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Engage in public speaking using the following techniques: i) posture ii) gestures iii) modulation iv) tone v) content of speech vi) eye contact	4	Enrichment	
b. Express ideas effectively.	4	Prerequisite	
c. Speak assertively.	4	Prerequisite	
d. Ensure accuracy of one's statements.	4	Prerequisite	
e. Use reference materials as required.	4	Prerequisite	

SPECIFIC AREA: G. PUBLIC RELATIONS MAIN OBJECTIVE: 2. Demonstrate the ability to liaise with other agencies.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Describe each agency in terms of the following where appropriate: i) philosophy ii) goals iii) eligibility for service iv) funding v) staffing and roles of staff members		Enrichment	
b. Explain the community system of which the agency or program is a part.		Enrichment	
c. Explain how the district office of the Ministry of Human Resources discharges its mandate under legislation.		Critical	

SPECIFIC AREA: G. PUBLIC RELATIONS MAIN OBJECTIVE: 3. Represent the Ministry of Human Resources to the community.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Describe the relevant programs offered by the Ministry of Human Resources for the purpose of social service delivery.		Critical	
b. Identify acts and their sections that affect the delivery of social services such as:		Critical	
i) G.A.I.N. Act			
c. Explain the philosophy of the Ministry of Human Resources in terms of its purpose and intents.		Critical	
d. Maintain a professional attitude toward the Ministry and one's profession.		Critical	

SPECIFIC AREA: G. PUBLIC RELATIONS MAIN OBJECTIVE: 4. Respond to enquiries as required by one's position.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Respond promptly whenever possible.	4	Prerequisite	
b. Respond with courtesy and tact.	4	Prerequisite	
c. Answer enquiries concisely and clearly.	4	Prerequisite	
d. Ensure that responses are accurate.	4	Prerequisite	

H

PARA-LEGAL RESPONSIBILITIES

SPECIFIC AREA: H. PARA-LEGAL RESPONSIBILITIES MAIN OBJECTIVE: 1. Demonstrate the ability to attend court as required.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Explain the rules of court protocol.		Enrichment	
b. Explain procedures related to attending court.		Enrichment	
c. Explain thoroughly the legal requirements of the documents of the Ministry of Human Resources.		Enrichment	

SPECIFIC AREA: H. PARA-LEGAL RESPONSIBILITIES MAIN OBJECTIVE: 2. Give evidence in court as required.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND-ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA	
a. Demonstrate the ability to act as an effective witness in court.	2	Enrichment		
b. Explain rules of evidence: i) voir dire ii) circumstantial evidence iii) admissiblity of hearsay, etc.		Enrichment		
c. Ensure accuracy of evidence being presented i.e. supported by documentation, etc.	2	Critical		
d. Maintain consistency in one's approach.	2	Critical		

SPECIFIC AREA: H. PARA-LEGAL RESPONSIBILITIES

MAIN OBJECTIVE: 3. Participate in an appeal process as required.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Maintain objectivity throughout the appeal process.	4	Critical	
b. Consult with one's supervisor due to a client's decision to appeal.	2	Critical	
c. Explain rights to the client.	2	Critical	
d. Explain the appeal process to the client.	2	Critical	
e. Identify legal resources for use by the client.		Critical	
f. Participate effectively in tribunals.	2	Critical	
g. Describe the decisions which are appealable.			

SPECIFIC AREA: H. PARA-LEGAL RESPONSIBILITIES MAIN OBJECTIVE: 4. Prepare documentation required for fraud referral.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Identify the documents required: i.e.		Critical	
i) verification of earnings, etc.		Critical	
b. Forward the document to correct locations.	2	Critical	
c. Relay information to inspector upon return of the documents.	2	Critical	

SPECIFIC AREA: H. PARA-LEGAL RESPONSIBILITIES MAIN OBJECTIVE: 5. Advise the client regarding the issue of investigation.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Advise the client regarding the issue at hand.	2	Critical	
b. Elicit the client's statement.	4	Critical	
c. Inform the client of follow-up activities.	4	Critical	
d. Report to the investigator.	4	Critical	

SPECIFIC AREA: H. PARA-LEGAL RESPONSIBILITIES MAIN OBJECTIVE: 6. Demonstrate a knowledge of legislation and legal issues as related to one's work.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Identify specific acts of federal legislation that affect the delivery of social services: i) Old Age Pension ii) Spouse's Allowance iii) Taxation laws iv) U.I.C. v) Rentalsman Act, etc.		Critical	
b. Explain the implications for services to clients of such issues as: i) divorce ii) bankruptcy iii) small claims court iv) change of name, etc. v) debt counselling services		Critical	

SPECIFIC AREA: H. PARA-LEGAL RESPONSIBILITIES MAIN OBJECTIVE: 6. Demonstrate a knowledge of legislation and legal issues as related to one's work. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
c. Explain the implications of assignments and reimbursements.		Critical	
d. Claim "in right of the Crown" for costs of indigent burials, etc. against an estate.		Critical	
e. Explain the role of the Public Trustee and its appropriate use.		Critical	
f. Explain the Power of Attorney.		Critical	

I

TEAMWORK PRACTICES

SPECIFIC AREA: I. TEAMWORK PRACTICES

MAIN OBJECTIVE: 1. Demonstrate the ability to function independently.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Recognize when supervision and consultation is required.		Critical	
b. Accept and discharge responsibility.	4	Critical	
c. Adapt to new procedures.	4	Critical	
d. Demonstrate responsiblity for one's actions.	4	Critical	
e. Assess the needs of the learner.	4	Enrichment	
f. List options appropriate to the needs identified in (e) above.	4	Enrichment	
g. Gather appropriate learning materials.	4	Enrichment	
h. Provide a positive learning environment.	4	Enrichment	
i. Review progress of the learning plan.	4	Enrichment	
j. Participate in evaluations.	2	Enrichment	
k. Encourage independence.	4	Enrichment	

SPECIFIC AREA: I. TEAMWORK PRACTICES MAIN OBJECTIVE: 2. Apply appropriate behaviour for satisfactory job adjustment.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Demonstrate patience and a sense of humour.	4	Prerequisite	
b. Demonstrate flexibility.	4	Prerequisite	
c. Provide support to co-workers.	4	Critical	
d. Promote morale among co-workers.	4	Critical	
e. Demonstrate the ability to engender cooperation.	4	Prerequisite	

SPECIFIC AREA: I. TEAMWORK PRACTICES MAIN OBJECTIVE: 3. Participate in training programs for students and new staff.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Monitor the placement of summer students as required.	2	Enrichment	
b. Orient new staff to the agency.	2	Enrichment	

SPECIFIC AREA: I. TEAMWORK PRACTICES

MAIN OBJECTIVE: 4. Participate effectively in meetings.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. List the procedures for chairing a meeting: i) calling to order ii) adopting old minutes iii) calling for old business iv) calling for new business v) making motions vi) voting vii) closing		Enrichment	
c. Chair meetings as required.	4	Enrichment	
d. Participate appropriately while attending meetings.	4	Enrichment	

SPECIFIC AREA: I. TEAMWORK PRACTICES MAIN OBJECTIVE: 5. Demonstrate a basic knowledge of group processes.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Determine the role of self in relationship to the group.	4	Enrichment	
b. Practice skills necessary to facilitate group process: i) clarifying ii) supporting iii) contracting iv) negotiating	2	Enrichment	
c. Discuss the importance of values and norms associated with members in a group.		Enrichment	

SPECIFIC AREA: I. TEAMWORK PRACTICES MAIN OBJECTIVE: 6. Demonstrate the ability to manage stress.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a. Identify the causes of stress in the environment.		Prerequisite	
b. Describe the effects of stress: i) psychological ii) physical		Prerequisite	
c. Identify the symptoms of stress.		Prerequisite	
d. Discuss techniques for the effective management of stress.			